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ABSTRACT

This book comprises a series of newly commissioned chapters designed to stimulate debate about what kind of language-teaching is appropriate for the new millennium, what skills learners will need to cope with the technological and linguistic demands, and how the two can be synthesized. Collectively, the contributors seek a convergence of views from practitioners and learners, researchers and trainers, policymakers and managers to make the most effective use of available resources. Divided into three distinct parts, the first focuses on research-based critical analysis and the context of modern languages education. Chapter titles include: "Learning and Teaching Strategies" (Michael Grenfelt); "Learner Autonomy: Why Foreign Languages Should Occupy a Central Role in the Curriculum" (David Little); and "Motivation and the Learners of Modern Languages" (Gary Chambers). The second section analyzes the current structures of educational provision (elementary, secondary, and higher education) and makes some radical proposals for change. Chapter titles include: "The Primary Sector" (Ann Gregory); "Modern Languages within a Policy for Language in Education" (Christopher Brumfit); and "Higher Education" (Anthony Lodge). The third grouping of chapters looks at the situation in the classroom, including ICT (information and communication technology) and the vocational arena. Chapter titles in this section include: "Logging on to Learning: ICT, Modern Languages and Real Communicative Classrooms?" (Philip Hood); "Vocational Languages: An Analysis of Current Practice and Suggestions for a Way Forward" (John Thorogood); and "Meeting the Challenge: Developing the 3Cs Curriculum" (Do Coyle). The concluding chapter is entitled, "Creative Thinking about a New Modern Languages Pedagogy" (Kim Brown). (KFT)

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